

PLATFORM OF PRINCIPLES
for the
EDUCATION OF THE BLIND

Olin H. Burritt

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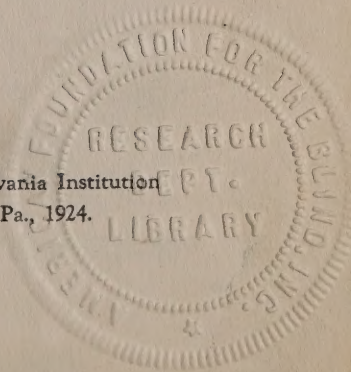
FOR THE

EDUCATION OF THE BLIND

Prepared for and Presented at the
Twenty-seventh Biennial Convention
of the
American Association of Instructors of the Blind
Watertown, Mass.

By
OLIN H. BURRITT, Principal
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OLIN H. BURRITT, Principal

Pennsylvania Institution for the Instruction of the Blind

PLANT

LOCATION: Ideal location, in outskirts of metropolitan center where may be had combined advantages of rural and urban life. Should be sufficiently remote from congested population of city to permit development of extensive playgrounds and raising of least objectionable of farm animals, such as chickens, ducks, sheep and cows; yet within easy reach of educational, art, and civic centers to enable students and teachers to take advantage of these opportunities for intellectual stimulation and growth.

TYPE OF BUILDINGS: Complete cottage system providing both living and dining room facilities for a small student body—a minimum of 16, a maximum of 20 pupils—and four or five teachers and officers, thus providing close daily association of pupils with men and women of culture and refinement. Such an arrangement should go far in solving the numerous problems connected with the proper training of our pupils in table manners, which continues to be one of the weakest points in the educational system of our residential American schools for the blind. Every school for the blind in this country must plead guilty to the charge of sending out young people with a good all-round intellectual equipment who are inadequately equipped in the most elementary of the social amenities that are the distinguishing marks of the cultured man and woman.

EQUIPMENT: Liberal provision should be made for the medical and physical care and the manual, literary, and musical training of the student body. *Physical* equipment should include well appointed gymnasium and playgrounds; bowling alleys and swimming pool. The equipment for the *manual* training should be as generous and varied as the daily program of the pupil and the means of the school will permit.

STUDENT BODY

VISION: As we are nominally schools for the education of the blind, only those should be received and retained in our schools who need to be taught by the special methods and devices applicable to the totally blind. Competent ophthalmologists have determined upon "one-tenth normal vision in the better eye" as the line of demarcation. Too many children with vision above this minimum are enrolled in American schools for the blind.

Either these should be eliminated from our schools or they should be taught by the methods applicable to the partially blind. To attempt to teach both these groups in the same classes is to essay the impossible. Indeed, their very presence in the same school is a serious detriment to both groups, the heavier loss falling upon the totally blind.

MENTALITY: Whether judged by the orthodox method of teachers' estimates or by the more impersonal and scientific method of the individual and group tests, it is generally agreed that we have in our schools a large number of pupils of inferior mentality—the backward, the dull, and even the feeble-minded. Our good friend and co-worker, Dr. Samuel P. Hayes, referring to our recent publication just on the press, "What Can the Blind Do?"* has this to say concerning the mentality of our pupils. "The records of former pupils and the comparison with our present pupils show that our schools for the blind have a larger percentage of low-grade pupils than similar schools for the seeing."

Recent studies at Overbrook as to the mentality of the 236 pupils enrolled during the school year, September 1922, to June 1923, show that approximately 24%, having an I. Q. (Intelligence Quotient) between 80 and 90, belong in the group designated as "dull"; that 9%, with an I. Q. between 70 and 80, are "borderline"; and that 14%, whose I. Q.'s are below 70, are "definitely feeble-minded." Stated in another way, while 111 or 47% of these 236 pupils are below normal, 55 or about 23%, that is, nearly one-fourth of the entire number, are "borderline" or "feeble-minded."

The feeble-minded should be eliminated from our schools so soon as they can be classified definitely as such; and our courses of study should be radically changed to meet the needs of these "dull" and "borderline" pupils.

AGE LIMITS: Fortunate are those schools that have no minimum or maximum age limits below or above which they cannot receive or retain pupils. Flexibility here is most desirable as it enables individual needs to be met. In general practice we should not admit pupils under *six* or over *twenty-one*. It should, however, be possible to receive pupils outside these age limits in individual instances for good and sufficient reasons. Particularly desirable is it to be able to retain a pupil beyond twenty-one whether it be that he was enrolled only a short time before reaching his majority or that he may accomplish some set purpose and reach the goal that has been set for him.

TEACHERS

Personality in a teacher counts for so much toward success that one always hesitates to attempt to set down arbitrarily even minimum formal qualifications in training and experience. Nevertheless, to emphasize the minimum essentials and fundamental principles that should be at all times in the mind of the employer—the superintendent—and the employe—the teacher—I submit the following as minimum standards essential to the highest success. A standard four-year high school course, or its substantial equivalent, is posited as a minimum fundamental requirement for teaching in any department of a school for the blind.

TRAINING: *Literary or Academic*—For the elementary grades, a four-year high school course supplemented by a three-year course of professional training in a normal school of recognized standing. For teaching high school subjects, a four-year high school course and a four-year course at either a normal college or a well-organized school of education in a college or university.

Manual:—A four-year high school course and a minimum of three years' training in subject matter and methods in a well-organized school of manual arts of recognized standing—a four-year course is strongly

* "What Can the Blind Do? A Study of Five Hundred Former Pupils of the Pennsylvania Institution for the Instruction of the Blind," by Ruth F. Sargent, A. B., Assistant in Research.

urged. Heretofore, we have attempted to teach specific occupations and two or three trades to pupils without any adequate background of general training, with the result that they have attempted too often the impossible after leaving school. Our manual training courses need to be enriched and vitalized. Generally speaking, instruction in trades, piano tuning excepted, should be eliminated. Instruction in specific occupations should then be provided, preferably outside the school. The instruction in manual training in our schools generally has been on altogether too low a plane.

Physical—Three years, preferably four, special training in the fundamental principles and methods of physical education with special emphasis upon its medical and corrective aspects. Our residential schools for the blind are giving too much attention to gymnastics and athletics, too little attention to the practical application of the fundamental principles underlying the medical and corrective side of physical education. Almost every physical defect known to the scientific student of physical education is found among our pupils; all of them can be corrected somewhat; many can be entirely eliminated by systematic and frequent corrective exercises under the direction of a thoroughly trained and competent physical instructor. All schools for the blind, residential and day-schools alike, are very remiss in this important matter. We must awake to our duty here.

Musical—Our teachers of music should be first of all men and women of broad general culture acquired by extended study and travel, with thorough and adequate training in the methods and fundamental principles underlying musical education. If they are a part of the staff of a school of music for the seeing, of recognized standing, we shall be assured that the principles that are universally recognized as fundamental in musical education will be applied to the solution of our special problems, and thus an additional barrier between the blind and the seeing will be removed. Is it too much to say that a fundamental weakness in our musical education is the failure to apply the same methods, so far as they can possibly be applied, that are generally accepted as essential in training those who see? Our musical instruction is too "blind."

EXPERIENCE: As teaching children without sight successfully presents extremely difficult and highly technical problems, it is very desirable that teachers of the blind shall have a background of successful experience in teaching seeing children. Two years is an "irreducible minimum"; five years is far better.

PROFESSIONAL PREPARATION: As the technique involved in teaching blind children is not easily acquired, special preparation for such instruction should be required. This preparation can be secured at the present time only either by attendance at consecutive sessions of the summer schools maintained for teachers of children who are blind or who have seriously defective vision at the George Peabody College for Teachers, Nashville, under the direction of Superintendent I. W. Wampler, of the Tennessee School for the Blind; or by taking advantage of the Harvard courses maintained jointly by the Perkins Institution and Harvard University under the stimulative leadership of Director Edward E. Allen. In America, teaching the deaf is a profession; teaching the blind is too often a haphazard job; perhaps some day it will become a real profession.

GROWTH IN SERVICE: For the great majority of our teachers no adequate provision exists to stimulate their growth while in service.

Courses of study with reading and lectures by stimulating speakers should be provided that the natural tendency to inaction and stagnation so easily acquired in institutional life may be successfully counteracted. We can learn something here from present-day methods in some of our more progressive public school systems.

SALARIES: But teachers with the qualifications I have indicated in training and experience can be secured and retained only by the payment of more adequate salaries. The salaries paid in our residential schools are inadequate; they are far below those paid in public and private schools in the localities from which our schools must draw their teaching staffs. Until this condition is remedied we cannot demand the general and professional preparation and the experience which I have set down as a minimum requirement for satisfactory teachers; nor can we expect the growth in service so essential for teachers of the blind.

BLIND TEACHERS: What I have set down as minimum requirements for teachers of the blind applies equally to teachers without sight. In addition to the handicap which blindness inevitably imposes, we have permitted a second handicap—that of little or no special preparation for the work for which these teachers are employed. What is our usual procedure here? Many, though by no means all, American schools for the blind admit in theory and in practice the value of the teacher without sight. In how many instances do we demand special preparation for the job? Is not the usual practice to employ for these positions our more capable, worthy, and needy graduates or former pupils, whose sole equipment for their important task is what they have learned in our schools for the blind?

Here we should treat the blind precisely as the seeing—demand special preparation for teaching, successful experience outside our special schools, pay more adequate salaries, insist upon growth in service, and discharge the incompetent. We have had many conspicuous successes among our blind teachers in spite of the double handicap under which they have labored, but by the application of the principles I have suggested we can reduce the number of failures, increase greatly the efficiency of our sightless teachers, and deal more justly with our girls and boys.

RETIREMENT: Too many residential schools for the blind are retaining old teachers long after they have ceased to render efficient service. This is but natural and, we feel, fair, particularly so in the case of our best teachers who have grown old in the service. But such a policy has long since been recognized as detrimental to the best interests of the organization with which these old employes are associated, whether it be a railroad or a school system. The principle has long been accepted alike in industry and education that justice to competent employes who have served the organization long and faithfully, and efficiency in business and educational systems can both be served best by the adoption of some adequate retirement system based upon the two-fold principle of compensation and length of service. If the school system of the state in which each school is located has an Employees' Retirement system and if the schools for the blind and for the deaf are recognized as integral parts of the educational system of the state, immediate efforts should be made to extend the system to include the staffs of these special schools. If your state is still backward in recognizing the educational status of your work, organize and conduct a vigorous campaign in behalf of the blind and the deaf girls and boys of your state in justice to the splendid, devoted men and women who have given their lives to our field of special educa-

tion. Without an adequate retirement system, the efficiency of our schools for the blind will continue to be seriously impaired; with such a system, their efficiency will be materially increased.

MATRONS AND HOUSEMOTHERS OR ATTENDANTS

In theory always, in practice seldom, we insist that the training of our children outside the classroom is as important as within the classroom. We would all probably admit the correctness of our theory; but in the selection of these household officers we too often disregard the elements of culture and an understanding of child nature. These officers are generally paid lower salaries than our teaching staff, and here as elsewhere, as a rule, we get what we pay for. A higher type of woman is demanded for these important positions and salaries should be increased to secure trained and experienced supervisors with a thorough understanding of child nature.

CURRICULA

The curricula of our schools are predominantly literary or academic. They probably meet reasonably well the needs of the 50%, more or less, of our pupils of "average" or "superior" mentality. But these curricula do not meet at all well the needs of the other 50% of our student body who are included in the descriptive terms "dull and backward," "borderline," and "probably feeble-minded."

As I have already said, the feeble-minded should be eliminated. For the backward and borderline pupils a wholly different curriculum should be provided in which there is a minimum of literary or academic work and a maximum of manual and physical work. The manual work should be as diversified as possible in quantity and quality. Most of our schools are not teaching one-half as many manual subjects as this type of pupil needs.

By the term "physical" I am not now referring solely to physical education and development through play and exercise for which there should be liberal provisions, but also to employment and exertion in a physical way. Some of these pupils who have vision may well be assigned to the routine work of the institution. All of them should be busied each day with responsibilities in doors and out—on the farms, in the cases of those schools that are fortunate enough to have farms, caring for the grounds and stock—chickens, pigs, cows, horses, and whatever other routine responsibilities can be supplied by the institution whether located in a rural or an urban community. While every one of our pupils—bright and dull, partially or totally blind alike—should be required to carry his share of the daily routine of the school, these "backward" and "borderline" pupils should be assigned to a somewhat larger share that their time may be more profitably employed and their period of training be thus somewhat extended until they more nearly attain the age at which they may and can be regularly and continuously employed.

PHYSICAL: As the foundation of all our work is the physical condition of our pupils, special, systematic, and continuous attention should be given to their physical development. Careful physical examination of each pupil as he enters school by the general physician, dentist, laryngologist, ophthalmologist; the correction of defects by proper care and treatment of the teeth; removal of adenoids and diseased tonsils whenever present, advised in exactly one-fourth of our new admissions last year; treatment of eyes where necessary, and removal of eyes bulging and

otherwise offensive in appearance; a Wasserman test as a routine practice in all new admissions, followed by systematic and continuous treatment in all cases of positive reactions until treatments are either no longer necessary or are useless—such a routine starts our girl or boy on the road of physical improvement along which he should travel all his school days through.

With the removal of these handicaps to good health and the resulting initial improvement in physical condition, we may enter upon our course of systematic physical training and development. Having secured as our physical instructors men and women thoroughly trained and well-qualified for this important task by native endowment and a sympathetic interest in the numerous problems involved, systematic instruction should be provided daily in formal gymnastics and athletics. Supervised play, or rather play under teacher leadership, should be provided frequently if not daily; and playgrounds well equipped with useful apparatus should invite free play during the hours set aside for recreation. Nor should we forget the particular value to our girls and boys of dancing, including folk and aesthetic dancing of all kinds.

Perhaps you noted the splendid physical development, hard muscles, and the glow of health in the Perkins and Overbrook boys that competed on the athletic field on Tuesday. Every residential school for the blind that makes adequate provision for the physical development of its pupils can duplicate that exhibit.

MANUAL: As in our schools for the blind the hand must always do duty for the eye, we should provide the greatest possible variety of subjects and materials for training the hands and developing manual dexterity. I trust that bead-work has been relegated to the limbo of subjects discarded because it has been "found wanting." To girls and boys alike I would teach elementary basketry, chair-caning and reseating of every known variety, and weaving. To girls also knitting, crocheting, hand and machine sewing, elementary dressmaking and millinery. To the boys, a course in woodwork extending at least over four years; and piano tuning for those who have the "ear" and the mechanical ability. Those schools that have not already eliminated broom-making should do so without delay: many years' trial has justified the verdict that this trade is impracticable and unprofitable for either the individual blind man or for a group of blind workmen.

Other manual subjects should be included to supply greater variety, to arouse a flagging interest, and to provide hand training through the entire course. I have enumerated an "irreducible minimum."

LITERARY: What are the essentials? Reading and writing Braille; the elements of English that will enable our girls and boys to speak and write correctly; elementary arithmetic with special reference to its practical use in every day life; literature, poetry and prose; and general science. In connection with the study of literature we are missing golden opportunities unless we are seeing to it that our children are each year storing away in memory gems of thought to comfort, cheer and inspire them in later years. Nor is it necessary that they should fully understand what they are learning. In my boyhood days one of my teachers who understood the value of treasuring up in memory gems of literature that would later unfold their full meaning taught us "Architecture is frozen music."

MUSICAL: Rote singing by the youngest pupils, singing classes by girls and boys of the primary and intermediate grades, chorus singing

by the older pupils; piano for those who have the taste and ability; and organ for a selected few.

Nor should we neglect the mandolin, banjo, guitar and violin. Some of these stringed instruments are available for many of our pupils of limited musical taste and ability who can never be considered for more serious musical study. Why not avail ourselves of these means of added culture and profitable employment of leisure time for our musically less talented pupils whose number is not inconsiderable?

DIET

Probably the most serious valid criticism against our American residential schools for the blind in common with institutions for children generally is the wholly inadequate attention given to the new science of dietetics. An impartial sympathetic inquiry into this important phase of our work by a competent examiner would, I fear, disclose the fact that for most Boards of Managers and Superintendents of schools for the blind the science of dietetics is in practice an unknown science. Our failure to observe the fundamental principles of this important science probably results in greater financial loss than carelessness in purchasing. On the staff of every residential school for the blind should be a thoroughly trained dietitian of good sound judgment and common sense; and the addition of one to its corps of cooks and the close supervision of the entire corps by the dietitian would greatly improve our dietaries as well as the physical condition of our girls and boys.

INSTRUCTION IN SEX HYGIENE

So far as I have been able to learn, no school for the blind in this country gives any systematic, concrete instruction in the vital and important problems concerned with the physical development of our girls and boys with special reference to their sexual development. A recent superficial inquiry in one representative residential school disclosed an ignorance, almost unbelievable, particularly among the women supervisors and teachers, concerning the most elementary facts about the sex development of our pupils. The ignorance of most unmarried women about the physical development of the adolescent boy is truly astounding.

Our courses of study should be so organized as to provide systematic instruction in reproduction as an integral part of all biologic sciences, of which such instruction forms a natural and normal part. Specific instruction in sex hygiene, adapted to pupils of different ages, should be given by a few members of the staff, carefully selected because they possess the requisite knowledge and have the respect and confidence of the pupils—generally a woman for the girls, a man for the boys.

Some difference of opinion exists as to who should give this intimate and personal instruction. All agree that the parents are the logical instructors in these matters which so vitally concern their own offspring; but all agree that, even under normal conditions where the child is living at home, parents fail to perform their duty in this important matter. In the case of blind children who are being educated away from home in a residential school, in this as in all other matters we, their instructors, are *in loco parentis*.

Others contend that information that so vitally concerns the future happiness and well-being of the girl and boy should be given only by one who knows the facts best—the family physician. Some facts that may be known usually only to the graduate in medicine must be supplied by the

physician. But even this knowledge will come with greater force and emphasis from the family physician, through the parent or teacher who has the love and the respect of the pupil. After considerable observation, reading, and conferences with physicians, parents, teachers and successful social workers, the writer has reached the conclusion that the obligation to inform the pupils in our residential schools for the blind as to sex matters rests squarely upon the shoulders of the staff of teachers and supervisors; and that this knowledge can be easily and adequately supplied by members of the staff who possess the knowledge and have the fullest confidence of the pupils; and further that, if no member of the staff can be found who can give this instruction in a wholly satisfactory manner, this is due either to lack of knowledge or of the proper relationship between pupil and teacher. Either fault can be remedied—the former by a conscientious effort on the part of the teacher or other officer, otherwise admittedly qualified for the task, to secure adequate information; the latter by securing another teacher or officer between whom and the pupils the proper relationship will be quickly established.

To supply the appropriate background of knowledge to all teachers and supervisors, and particularly to women having the instruction or supervision of boys, a systematic course of reading carefully selected in accordance with the needs of each should be required.

To give effect to this last suggestion it is recommended that the President of this Association appoint a committee of not less than three and not more than five whose duty it shall be (1) to indicate where in our courses of study appropriate instruction in the life processes and sex development can be given; (2) to prepare courses of reading suitable for teachers and supervisors; and (3) to present their conclusions in mimeographed form at the next biennial convention of this association.

These suggested plans may not solve the difficult problems of adequate instruction in sex hygiene but they are a conscientious effort to improve the situation. If the plans fail utterly, the situation will not be worse than it is at the present time when the *laissez-faire* principle has complete sway.

GREATER UTILIZATION OF SCHOOL PLANTS

A cursory and superficial inquiry into the length of the school year seems to warrant the statement that, with few exceptions, the residential schools for the blind are in session only about two-thirds of the year, *eight* months out of *twelve* of each calendar year. A few schools have instruction during thirty-six weeks, which is less than three-fourths of the year. This means that these plants are idle from *one-fourth* to *one-third* of each year. Exceptions to this general statement are the summer sessions maintained at several schools; viz., Faribault, Minn.; Janesville, Wis.; Overbrook, Pa., and doubtless others with which I am not conversant.

Such an arrangement deprives our girls and boys of educational opportunities for *one-third* of each year; in twelve years this amounts to four years lost time and opportunity—eight years' work in twelve years of the most impressionable years of these young lives. More than this, it creates wrong impressions and develops false ideas among our people in that our girls and boys get the notion that they can succeed without hard work all the time. There can be no eight hour day for the blind man or woman who hopes to succeed.

Furthermore, the education of the blind is already sufficiently costly

and no unnecessary increase should be added. The latest statistics available* show that for the school year 1921-22 there were enrolled in fifty-one residential and day schools for the blind in the continental United States 4,545 students, and that the value of property in these schools was reported to be \$14,180,388. As cost rather than replacement values are reported and as these figures represent costs prior to the World War, they are doubtless far below present values. Nevertheless, this represents a cost value, per pupil, of \$3,120. To close our schools for the blind for *one-third* of the year, where the cost of the property involved is in excess of \$3,000 for each pupil, is an economic loss which we are not warranted in incurring.

RESIDENTIAL OR DAY SCHOOL?

Valid arguments can be found for and against residential and day schools for the blind. As in the general field of education, our residential schools have sacrificed to some extent a thorough and complete knowledge of a few subjects for a more superficial acquaintance with a larger number of subjects.

The residential school usually provides adequate opportunities for acquiring a working knowledge of the essential elements of an elementary curriculum. It supplies a variety of opportunities for the training of the hand which must do duty for the eye. It provides a musical atmosphere for every child and a thorough course of professional and vocational training for the musically gifted. The residential school that is awake to its full duty affords numerous opportunities for socializing its girls and boys. It aims to give attention to the training outside of the classroom in the essentials of home life which is the right of every child. Its ratio of staff to pupils is so relatively large—in some of our schools there is more than one employee to every two pupils—as to make possible due attention to the development of the individual abilities of every pupil enrolled.

The day school movement has, however, much in its favor as concerns the training of girls and boys without sight. It makes for normality; it forces the family to feel and to assume its responsibility towards the child instead of shifting it so largely to the institution; it enables the child to feel that he is an integral part of the family, hearing its problems discussed daily including the financial and economic questions; it keeps him in the community of which he is and should continue to be an integral part. As the blind man and woman should be prepared to live with those who see, training in this important matter should be begun in his school days. The day school for the blind is a challenge to the residential schools that cannot be ignored.

However, the day schools have not solved the problem; their work is still in the experimental stage. In only two or three centers have they completed the training of any pupil; and no information is available as to the success or failure of their efforts to prepare blind youth for successful living. The lower per capita cost has been generally stressed as a very important argument in their favor, but their costs have increased at least as rapidly as in our residential schools. Their teachers receive very much larger salaries than are paid in the residential schools and usually no overhead is included in the cost, as the class for the blind is assigned to one room in a building, all overhead of heat, light, janitorial and supervisory service being thus absorbed.

* Department of the Interior, Bureau of Education, Bulletin 1923, No. 51, "Schools and Classes for the Blind, 1921-22."

So far, generally speaking, no provision has been made in public school classes for physical education or for manual training and instruction in music; that what has been attempted along these lines is wholly inadequate is admitted by the most ardent advocate of the public school method.

Here, as for Ulysses, safety lies in steering midway between the Scylla of the residential school and the Charybdis of the public school movement. Almost without exception, every normal blind child should have for a time the all-round advantages and opportunities still available in the residential school alone. Here he should master the tools and special mechanical appliances that he must use in continuing his education among those who see. With these thoroughly mastered he will still have a sufficient handicap by reason of his blindness. Speaking generally, our residential schools that are located within reach of a good public high school should confine themselves to doing well the work of the elementary grades and the first two years of the high school, leaving to the local high school the work of the last two years. To put it another way, let it be our worthy ambition to maintain first class junior high schools in our residential schools and expend our remaining energies in combining for the advantage of each capable and worthy pupil that has reached that goal, the facilities of the residential school for the blind and of all the educational resources of the community for those who see. Such a plan is, we believe, sound, alike from an educational, social and economic point of view; it will answer effectively the challenge of the day school movement.

FIELD AND PLACEMENT WORK

In educational and social work a complete program today includes a placement officer and field worker. If seeing young people need and are granted this initial aid and guidance in entering employment, how much greater the need for young people without sight! If a prospective employer hesitates to employ the inexperienced young person who sees, even at the request of the placement officer and upon the recommendation of his teachers, how can the young man or woman who is blind force open the barred doors of prejudice or batter down the adamant walls of unbelief in his abilities?

The most thoughtful educators and social workers in our special field have accepted this principle and have acted upon it, with the result that the sympathetic field worker and placement agent is now a member of the staff of every progressive organization for the blind—educational, social or economic—that has been able to meet the expense involved. It is generally believed that those who are blind from early childhood are from two to three years behind seeing children of the same age when they enter school and that this initial handicap is seldom, if ever, overcome. Our graduate of Junior High School attainments is probably the equal in scholastic attainments and all-round training of the seeing pupil of like age and time in school: he is not his equal in experience and information incidentally acquired through work and play—his handicap makes this practically impossible. We owe it to him, then, in his restricted and artificial life to develop the largest possible number of contacts with real life—the hustling, bustling life of young people who see—at the earliest possible moment, that thus his handicap may be minimized and his chances for success enhanced. Here is the opportunity for helpful vocational guidance by a sympathetic and capable field worker—it mat-

ters not what his title. Such an officer is a necessary adjunct to our work; without him the highest possible success is not attainable.

As I view it, these are some of the essential planks in our PLATFORM OF PRINCIPLES. None of you will accept them in their entirety; many, if not all, of you will accept most of them as fundamentally sound. If what I have said shall provoke thought and arouse animated discussion both on the convention floor and elsewhere and subsequently, I shall be gratified.

Philadelphia, June, 1924.

PAMPHLET BINDERS

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